

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 JUN 23 PM 12:55 Document Control Center </p>
Contact Information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

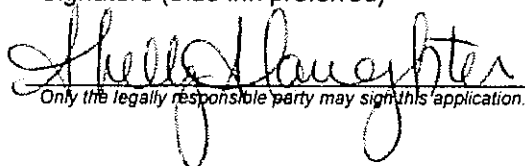
Organization name Cumby Independent School District	Vendor ID #	Mailing address line 1 303 Sayle St	
Mailing address line 2	City Cumby	State TX	ZIP Code 75433-
County- District # 112905	Campus number and name	US Congressional District # 4	DUNS #
Primary Contact			
First name Megan	M.I. R	Last name Petty	Title Business Manager
Telephone # 9039942775 Ext 2222	Email address Megan.petty@cumbyisd.net		FAX # 903-994-2399
Secondary Contact			
First name Tracey	M.I. Helfferich	Last name Helfferich	Title Principal
Telephone # 9039942260	Email address Tracey.helfferich@cumbyisd.net		FAX # 903-994-2399

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and Instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Shelly	M.I.	Last name Slaughter	Title Superintendent
Telephone # 9039942775	Email address Shelly.slaughter@cumbyisd.net		FAX # 903-994-2399
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

1/17/2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Cumby ISD will use funds from the Educator Excellence Innovation Program to increase the levels of instructional support on our campuses, ensure program implementation consistency, provide incentives for continuing education for the staff, compensate additional duties taken on by those in leadership positions, and develop an evaluation framework for programs and procedures in the district.

The program will give our district the funding to be able to recruit and hire quality instructional leaders that can serve as mentors for the whole teaching staff. These instructional coaches will specialize in subject areas, technology integration, and Response to Intervention (RTI). These instructional coaches will be assigned the task of monitoring daily instructional practices and ensuring that research-based, best practices are being implemented seamlessly across the district. The subject area coaches will also conduct common planning meetings with departments. These meetings will be designed to assess data, discuss teaching strategies, address needs of members, and provide professional development. Finally, all coaches will be trained and certified as PDAS appraisers and will work with the administrative staff to conduct walkthroughs and observations.

With increased instructional support will come a greater consistency of implementation for new and existing programs. Instructional coaches and Principals will serve as facilitators of implementation, from training through evaluation. Existing programs will be evaluated during the summer of 2014 to determine implementation strategies and frameworks. Once strategies and frameworks are developed, checkpoints and evaluation tools will be developed so that programs are implemented with fidelity.

Funds will also be used to provide incentive for our staff members to pursue continuing education in the form of post-bachelor's degrees, additional certifications, and specialized training necessary for their position or desired positions. Tuition reimbursements and repayment of testing fees will be made available to those seeking applicable degrees or certifications. This incentive will make Cumby ISD more marketable in recruiting efforts and will increase retention rates.

This program will allow the district to revitalize its leadership structure by providing stipends to department heads (lead teachers) and enlisting interested individuals in Master Teacher certification programs. The pathways for these positions will be unbiased and selection will be made by committee to ensure that qualified, interested individuals are chosen for these positions. Once they are selected for the positions, they will receive specialized training and compensation for extra duties, such as modeling lessons, serving as mentors for new teachers, and conducting professional development.

Finally, with additional funds from the grant, the district will be able to enhance its use and implementation of the PDAS system as the evaluation tool for formal evaluations of staff. The PDAS will serve as the framework for the evaluation process and guidelines, but other data will be collected related to student growth, teacher self-assessment, and student evaluations. We will also develop frameworks for evaluating programs and procedures, which will be the last step of ensuring that the programs are implemented consistently.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 112-905 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$282600	\$5700	\$288300	\$282600	\$5700	\$288300
Schedule #8	Professional and Contracted Services (6200)	6200	\$3000	\$	\$3000	\$3000	\$	\$3000
Schedule #9	Supplies and Materials (6300)	6300	\$40000	\$3600	\$43600	\$40000	\$3600	\$43600
Schedule #10	Other Operating Costs (6400)	6400	\$2500	\$	\$2500	\$2500	\$	\$2500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$
Total direct costs:			\$328,100	\$9300	\$337400	\$328,100	\$9300	\$337400
Percentage% indirect costs (see note):			N/A	\$5000	\$5000	N/A	\$5000	\$5000
Grand total of budgeted costs (add all entries in each column):			\$328100	\$14300	\$342400	\$328100	\$14300	\$342400

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$342400	\$342400
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$34240	\$34240

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 112-905				Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1
					Year 2
Academic/Instructional					
1	Teacher				\$
2	Educational aide				\$
3	Tutor				\$
Program Management and Administration					
4	Project director				\$
5	Project coordinator			1	\$ 5000
6	Teacher facilitator (Instructional Coach)		2		\$82000
7	Teacher supervisor				\$
8	Secretary/administrative assistant				\$
9	Data entry clerk				\$
10	Grant accountant/bookkeeper				\$
11	Evaluator/evaluation specialist				\$
Auxiliary					
12	Counselor				\$
13	Social worker				\$
14	Community liaison/parent coordinator				\$
Other Employee Positions					
15	Instructional Technology Coordinator		1		\$45000
16	RTI Coordinator/Trainer		2		\$82000
17	Title				\$
18	Subtotal employee costs:				\$212000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			\$18000
20	6119	Professional staff extra-duty pay			\$22000
21	6121	Support staff extra-duty pay			\$10000
22	6140	Employee benefits			\$ 600
23	61XX	Tuition remission (IHEs only)			\$ 20000
24	Subtotal substitute, extra-duty, benefits costs				\$70600
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$282600

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Data Tracking and Evaluator Software Training	<input type="checkbox"/>	\$3000	\$3000
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$3000

\$3000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Data Tracking/Evaluator Software Training		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 112-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 112-905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 112-905

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Tablets/Laptops	Streamline communication, strategy implementation, and data analysis among coaches and teachers	40	\$500	\$20000	\$20000
	2	Misc Technology	Maintenance and Replacement of hardware	1	\$20000		
	3				\$		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized					\$20000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$
Grand total:						\$40000	\$40000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 112-905		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2500	\$2500
Grand total:		\$2500	\$2500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 112-905			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			382	
Category	Number	Percentage	Category	Percentage
African American	4	1%	Attendance rate	96.3%
Hispanic	30	7.5%	Annual dropout rate (Gr 9-12)	0%
White	359	89.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	65%
Asian	1	0.2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	227	56.5%	Students taking the ACT and/or SAT	61%
Limited English proficient (LEP)	5	1%	Average SAT score (number value, not a percentage)	1450
Disciplinary placements	3	0.7%	Average ACT score (number value, not a percentage)	20.3

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	32	87%
White	37	100%	Master's degree	5	13%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	7	18.8%	Avg. salary, 1-5 years exp.	36354	N/A
6-10 years exp.	6	16.1%	Avg. salary, 6-10 years exp.	39383	N/A
11-20 years exp.	10	27.5%	Avg. salary, 11-20 years exp.	41573	N/A
Over 20 years exp.	11	29.5%	Avg. salary, over 20 years exp.	46354	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	23	24	32	26	36	35	26	20	24	31	33	22	31	21	384
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	23	24	32	26	36	35	26	20	24	31	33	22	31	21	384

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	2	2	2	2	2	2	2	3	3	4	4	4	3	37
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	2	2	2	2	2	2	2	3	3	4	4	4	3	37

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Schedule #13—Needs Assessment

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Cumby ISD needs assessment process begins with gathering applicable data. Once data is gathered, data is disaggregated and analyzed by administrators and instructional staff. Once needs are identified, we assess methods of meeting those needs that align with our district vision. From that assessment, objectives are developed, plans are created based on expectation criteria that are set and resources available to implement plans. We prioritize needs based on the level of impact addressing the need will have. The changes that can meet the biggest needs are made first, followed by those with that will make less impact.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Instructional Support	The grant provides for additional funds that would not be available otherwise that will fund positions for instructional support across the school as well as our two highest areas of needs, technology support and intervention support.
2.	Program Implementation Consistency	With increased instructional support and increased planning times, implementation can be monitored and evaluated with more ease and consistency.
3.	Continuing Education	The grant provides additional funds that the district can offer to educators to further their education. These funds are not available currently. This will increase interest in continuing education courses.
4.	Leadership Compensation	The grant will allow the district to provide stipends for leadership positions, and will allow the district to train those leaders more effectively.
5.	Evaluation Framework	The increased instructional support will provide the staff necessary to ensure that procedures, programs, and staff are effectively evaluated. This will help teachers and administrators ensure that programs are implemented fully, programs are implemented as intended, and staff are performing as expected.

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Schedule #14—Management Plan

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Secondary Instructional Coach	Able to conduct common planning times; model, observe, and co-teach lessons, provide feedback on observations; work collaboratively with teachers and administrators; 3+ years successful classroom experience; HS and/or 4-8 Core Subject Area Certification Required
2.	Elementary Instructional Coach	Able to conduct common planning times; model, observe, and co-teach lessons, provide feedback on observations; work collaboratively with teachers and administrators; 3+ years successful classroom experience; Elementary Generalist and/or 4-8 Core Subject Area Certification Required
3.	K-12 Instructional Technology Support	Plan, coordinate and conduct workshops on the use of new technology; Assist staff members in the effective use and implementation of technology and available software
4.	Department Head (Lead Teacher)	Willing to work with Instructional Coach, service center specialists, and department members to develop goals for department; Analyze data and make decisions based on data; Be willing to participate in Master Teacher training and certification; 2 Years Employed by district with favorable PDAS Evaluations; 3 years classroom experience in subject area
5.	RTI Coordinator/Trainer	Extensive knowledge of the RTI process; ability to implement RTI strategies across grade levels; able to instruct and model implementation in various forms (whole group, small group, etc); 10+ years classroom experience; Master's Degree Preferred

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Instructional Support	1. Create job descriptions for Coaches, IT, and RTI Coordinator	04/01/2014	05/01/2014
		2. Recruit/Hire Individuals for Positions	05/01/2014	06/30/2014
		3. Induct/Train Coaches/IT/RTI Coordinator	07/01/2014	08/31/2016
2.	Develop and Maintain Program Implementation Consistency	1. Choose Programs to Focus On	04/01/2014	05/01/2014
		2. Develop Framework to Follow for Programs	05/01/2014	06/30/2014
		3. Train Stakeholders in Framework/Programs	06/30/2014	08/31/2014
		4. Evaluate Implementation/Address Concerns/Repeat Process as Needed	09/01/2014	08/31/2016
3.	Provide Opportunities for Continuing Education for Instructional Staff	1. Develop application process for available funds for tuition reimbursement (TR)	07/01/2014	07/31/2014
		2. Conduct staff information sessions	08/01/2014	08/31/2014
		3. Distribute funds for TR at end of each semester	12/01/2014	08/31/2016
4.	Provide Compensation for Those In Leadership Roles	1. Develop Application Process for Lead Teachers/Master Teachers	04/01/2014	05/31/2014
		2. Promote and Inform Staff of Application Process	06/01/2014	06/30/2014
		3. Assemble Committee/Appoint Lead Teachers	07/01/2014	07/31/2014
		4. Induct/Train Lead Teachers/Master Teachers	08/01/2014	08/31/2016
		5. Evaluate Performance of Lead/Master Teachers	10/01/2014	08/31/2016
5.	Develop Evaluation Framework for Programs	1. Observe and Evaluate Processes used by successful districts	04/01/2014	06/30/2014
		2. Choose Programs to Evaluate	07/01/2014	07/31/2014
		3. Develop Framework Based on Program	08/01/2014	08/31/2014
		4. Implement Evaluation Processes	09/01/2014	08/31/2016
		5. Evaluate Effectiveness of Processes	09/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cumby ISD currently sets goals and objectives in site based committees (SBC) or professional learning committees (PLCs) made up of administrators, classroom teachers, and other stakeholders, which include community members and parents. Once goals and objectives are set, designated members, usually administrators and teachers, are charged with monitoring progress by tracking data for positive movement toward the goal. If it is determined that the goal or objective needs to be adjusted based on multiple data collection measures, the committee meets again to revise the goals/objectives. Once a change is made and agreed upon, the change is communicated to stakeholders via e-mail, letters home, interest meetings, and/or telephone message based on the degree of the change.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently utilizes lead teachers and department heads. The only criteria for being named head of the department is length of service in the district and department. In order to coordinate the existing efforts with the new framework of the grant, the same amount of department head/lead teacher positions will remain, but those that are currently in the positions can elect to apply for nomination. Adding a stipend to that position will only add to its desirability. It will be important to continuously encourage and provide support to project participants by ensuring open communication and making changes where necessary. This will ensure that the participants will remain committed to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Walkthroughs	1.	Successful implementation of observation framework
		2.	Multiple observations for different parts of lesson cycles
		3.	Appropriate feedback/communication provided
2.	Formal Observation	1.	Successful implementation of observation framework
		2.	Appropriate Feedback/communication provided
		3.	
3.	Student Data (pre/post test, benchmarks)	1.	Student growth is an indicator is effective use of coaching program.
		2.	
		3.	
4.	Data Analysis with PLCs, lead teachers, and instructional coaches	1.	Successful Coaching/Mentorship/Induction Program
		2.	Plan/Provide/Facilitate Professional Development Activities
		3.	Consistent documentation of meetings occurring.
5.	Staff Self-Assessment/Surveys	1.	Will evaluate effectiveness of multiple career pathways and strategic compensation
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All walkthroughs and observation notes will be recorded and filed by Instructional Coaches and Administrators. The frequency will be monitored every grading period (per six weeks). Student data, from the 384 students served on both campuses, will be collected and evaluated during weekly common planning times. Staff assessments/surveys will be conducted twice per semester. Each of these data pieces will indicate success with the program or need for change. If there is a problem with program delivery identified through the data collection, observations and modeling will occur so that accuracy of program delivery is ensured. Additional coaching and modeling will occur until delivery is accurate and uniform throughout the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

An instructional coaching program will be implemented on both campuses, utilizing two, full-time individuals who have leadership experience and knowledge not only in their subject area but also in instructional best practices, including, but not limited to use of technology in the classroom, flipped instruction, project based learning, and collaborative group learning. These individuals, throughout the duration of the grant, will attend specialized trainings that are available that address the previously mentioned strategies. There will be three types of instructional coaches: subject area/classroom; instructional technology; and response to intervention (RTI).

The classroom coaches will be responsible for developing best practices in daily instruction. The master schedule for the next school year will be designed so that all four core subject areas (math, English, science, and social studies) will have common planning time 2 times weekly, for a duration of 45 minutes, in which coaches can conduct training, including discussion of best practices, data, student concerns, and observations can be discussed. Twice every six weeks, mentees will be provided substitutes so that they can observe master teachers. Coaches will also participate in co-teaching situations, will model lessons for teachers on a regular basis, and will conduct observations in classrooms to ensure that best practices are being followed uniformly throughout district. Coaches will collaborate with each other and set schedules so implementation across the district is seamless.

The instructional technology (IT) coaches will be responsible for assisting with technology integration in classrooms across the district. They will model the use of technology pieces, both hardware and software, and evaluate its use in the classroom. The IT coaches will also be responsible for providing comprehensive training of new and innovative technology that can be used for classroom instruction, data tracking, and information management.

Finally, the RTI coaches will be responsible for successful RTI program implementation district-wide. In order to ensure that the program, which will be new to the district in the 2014 school year, is implemented with fidelity, it is imperative to have highly skilled and qualified leaders. These coaches will have years of experience to offer the instructional staff and will be able to assist in classrooms and with data disaggregation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district will continue to use the PDAS Appraisal system to do observations. Campus principals, instructional coaches, and master teachers will participate in PDAS training and certification. Instructional coaches will conduct weekly classroom walkthroughs, master teachers will observe department members once a six weeks, and campus principals will conduct formal observations at least twice a year. Additionally, the leadership team (principals, coaches, master teachers) will meet at least once a six weeks to discuss growth and areas of need. The goal of all observations is to observe effective instructional practices. Pre-observation meetings will be conducted prior to each departmental observation, and the goal of those meetings is to outline what the observer will be looking for in the course of the observation. Instructional coaches will conduct less formal observations and walkthroughs, and the goals of those walkthroughs will be discussed in common planning times. Post-observation meetings will include details of what was observed in the observation, what strengths were observed, and what needs to be changed or altered.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process used in Cumby ISD is the PDAS Appraisal system. The formal evaluations will be conducted by campus principals. The following domains are addressed in the system: Active, Successful Student Participation in the Learning Process, Learner-Centered Instruction, Evaluation and Feedback on Student Progress, Management of Student Discipline, Instructional Strategies, Time, and Materials, Professional Communication, Professional Development, Compliance With Policies, Operating Procedures, and Requirements, and Improvement of Academic Performance Of All Students on the Campus. In addition to formal and summative evaluations, multiple walkthroughs will occur that will support results of formal evaluations. Also, student data from formative and summative evaluations, increase in student scores, and teacher self-assessment will be factored in to the summative evaluation. Formal evaluations occur after the first two weeks of school and prior to the end of March and last for a full class period (45-50 minutes). Summative evaluations are delivered in paper form to staff members, reviewed, and then meetings occur between staff members and principals to discuss evaluations before the end of the school year. Should the staff member disagree with the results of evaluations, he or she has the right to request a second evaluator, who is another administrator in the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The master schedule will be written so that teachers have two planning periods in their schedules. One planning period will be their conference period, used for parent conference and classroom preparation. The other planning period will be designated as their common planning period. This period will be utilized to have department common planning times a minimum of two times per week. The other three days will be used for professional development, individual pre-/post-observation meetings, data analysis, and observations of other teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In addition to setting aside three days a week for professional development, discussion of observation or evaluation results, and data analysis, staff members, especially new hires, will be given opportunities to participate in professional development courses tied to perceived needs at the regional service center. In-district training will be provided by instructional coaches on a bi-monthly basis. Highly qualified substitutes and/or instructional coaches will be utilized in classrooms so that teachers will have the opportunity for professional development.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers completing Master Math or Master Reading programs will receive tuition reimbursement. Those already holding Master Math or Master Reading certifications will receive an additional \$2,500 annual stipend. Instructional coaches will receive an additional stipend of \$2,500 above the state minimum (which is the rate at which other teachers in the district are paid).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

To ensure quality hiring and retention, campus principals will assemble hiring committees made up of department members and instructional coaches. These committees will conduct initial overview of applications, decide on a pool of qualified and desirable applicants for open positions based on certifications, length of tenure at previous schools, and quality/type of educational background. After initial interview is conducted, the pool will be reduced to a predetermined number, and that group of applicants will be required to teach a lesson in their field to a group of students. This will ensure that they can model the best practices desired by the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Beginning with the 2014-2015 school year, Cumby ISD will prepare interested staff members to advance into leadership positions by selecting Department Heads by committee and requirements. Those that are interested in, and show potential for, instructional coaching or master teacher positions/certifications will be encouraged to attend training for moving into those positions. Stipends and tuition reimbursement will be offered to add incentive to advance in knowledge and responsibility. This also includes 100% tuition reimbursement for those completing Master Math or Master Reading certification.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The major needs that Cumby ISD has are in the areas of instructional support, providing compensation for those in leadership positions, providing compensation for continuing education, and ensuring program implementation consistency. With current budgeted funds, the district is only able to pay state based pay to all teachers and available stipends are very limited. Department heads are not compensated for additional duties and although teachers need additional training, funds are very limited. Teachers pay out of pocket for nonessential certifications, decreasing their motivation to continue on leadership tracks in our district. Instructional support is limited to campus principals, whose time is limited. They are unable to address the needs of all staff members due to time restraints and other responsibilities. There are no funds budgeted to fund additional administrators to assist with instructional support. Grant funds will allow the district increase retention, employee satisfaction, and improve the overall quality of instructional support to the degree outlined in our educator excellence innovation plan.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April 2014: Create job descriptions for all Coach positions; choose instructional programs to focus on for implementation consistency, develop application process for lead teachers; observe and evaluate processes used by successful districts; remind staff of grant requirements and give overview of what the requirements and implications of the grant are.

May 2014: Recruit and hire individuals for coach positions; develop framework for chosen instructional programs

June 2014: Inform staff of mentor/lead teacher process and promote applying for those positions; train stakeholders on new Instructional program frameworks; develop calendar for professional development for staff, coaches, and administrators

July 2014: Induct and train coaches; develop application process for Master Teacher programs and tuition reimbursement; assemble hiring committee and appoint lead teachers

August 2014: Induct and train lead/mentor teachers; conduct staff information sessions regarding Master Teacher certification and continuing education reimbursement; develop framework for evaluating instructional programs; conduct new employee induction and assign mentors to new employees;

September 2014 – August 2016: Begin evaluation of implementation of programs and address concerns; evaluate programs based on framework; begin twice weekly common planning times; begin coach walkthroughs, occurring once per week per teacher; begin mentee observation of mentors, occurring twice every six weeks for the first year; begin formal observations by administrators and coaches, to be completed by March.

October 2014 – August 2016: Begin evaluation of performance of lead teachers and coaches; evaluate data in common planning times

March 2015: Deadline for formal observations

May 2015: Deadline for summative evaluations

June 2015-August 2016: Evaluate first year program implementation, make changes where needed.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teaching staff was given a copy of the Executive Summary via e-mail, and asked to reply with their thoughts and concerns regarding participation in the program. Below are their responses:

"We need more funds for instructional technology and mentoring." (Jennifer Goggans, 2nd Grade Teacher)

"The grant sounds like a great deal for Cumby" (Rhonda Bailey, 2nd Grade Teacher)

"I read a little about it. This appealed to me: Implementation of a teacher evaluation system using multiple measures that include the results of classroom observation, which may include student comments; the degree of student educational growth and learning; and the results of teacher self-evaluation. I thought this was interesting and agree with it: "If you're going through the energy to launch an innovation program, follow through on the commitment you're creating for your team and make sure to make decisions. No feedback loop means no sustainable innovation program." <http://www.innovationexcellence.com/blog/2013/12/04/why-innovation-programs-fail/>

To often a few start a great program and many do not participate or do not receive feedback. Things have fallen by the wayside." (Dene Andrus, 5th grade Science Teacher/Department Head)

"This sounds great. I will help in any way. I am looking for more help and creative ideas to use in my ELAR classes" (Rebecca Thorman, 3rd Grade)

"Sounds like a great opportunity! I say go for it!" (Barbara Woodruff, High School Math Department Head)

"I think this grant would be most beneficial for the students in Cumby ISD." (Scott Mabe, High School Business Education)

Having the same conference with your department colleagues would be very beneficial" (Susan Sonntagg, Junior High Intervention)

"It all sounds good and I am in full support." (Ryan Petty, High School History Department Head)

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the grant will be district-wide.

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